



Erasmus+ KA1 Course

Storytelling and Digital Filmmaking in the Classroom

Two Week Course



ErasmusLearn Training Center

www.erasmuslearn.eu

Heraklion, Crete, Greece

Organisation ID: E10020547

Summary

Storytelling is a human need that occurred since our ancestors used to live in caves. While storytelling is a way of communication, it is also a way of cultivating creativity, transforming ideas, discovering things, and transmitting knowledge. Creative writing consists of all the needed techniques in order for a story to be created and is one of the best ways to engage students in knowledge, as it helps students to make ideas their own. Storytelling has always played a vital role in history, but the manner in which it has been done has changed with every culture. Personal narrative has been utilized to convey historical events since the oral histories spoken by bards in ancient courts, through the works of scribes during the Renaissance, through newspapers, CNN, and now the Internet. Students and teachers may now narrate stories using voice, text, graphics, audio, and video thanks to digital storytelling, which mixes tradition with technology.

Purpose

"The teaching of writing," Wallace Stegner could not say often enough, "is Socratic." By this, he seems to have meant that, like Socrates, the writing teacher is a midwife, assisting at the birth of a student's creation and checking it for signs of life. The method behind such teaching, what is now called the workshop method, was described by Plato 2,300 years ago as "benevolent disputation by the use of question and answer without jealousy." The teaching of writing, in other words, is Socratic in being an invitation to participate in a conversation. The writing workshop can further the kind of critical thinking skills that students are already being encouraged to use in other aspects of their learning.

Making up their own stories helps students learn material in fresh ways. By being actively involved with and actively interrogating their involvement with the elements that make up our written and oral communication, these young writers of fiction will gain an intuitive and intellectual understanding of its operations. Simply put, one can best understand how something is constructed by attempting to put it together yourself.

Video art is a modern art genre that primarily examines human existence and experience and deals with commonplace issues, challenges, and wishes. With the use of video as a medium, artists can create works of art that connect identities, experiences, and knowledge through the organization and control of pictures, text, and sound. Given that video is already an important part of their lives in many different ways (such as through television, the internet, video games, and mobile phones), as a technology tool, it has the potential to pique learners' interests and tie school life to the outside world.

A linear set of events can be transformed into a multidimensional experience by using digital storytelling, which is accessible to students. All of this motivates them to converse, work together, conduct research, and incorporate media into the process. These projects may be made with a variety of tools and apps, and using them all enables students to learn more about history while figuring out the best way to retell it.

The course aims to combine the art of storytelling with the art of digital filmmaking in order to increase student learning, encourage creative expression, foster critical thinking, and promote contemplation on societal concerns.

Objectives

- Understand the importance of creativity in education.
- Discover ways of developing students' creativity and self-confidence.
- Get familiar with the philosophy of creative writing.
- Train in the "Socratic workshop method".
- Become able to design a creative writing workshop.
- Enhance participants' ability to recognize the essential elements needed to construct compelling and meaningful stories.
- Raise participants' awareness of technological development in teaching and learning.
- Strengthen the participant's capacity for structuring and creating compelling tales, including those in style, genre, and digital media.

Course Language

- English.
- Note: Participants must have at least a CEFR level B2 knowledge of English in order to be able to participate actively.

Target Groups

Teachers: primary, secondary, vocational, adult, special needs -Teacher trainers -Head teachers -Principals
-Managers of schools.

Methods & Tools

Lectures, workshops, discussions, teamwork, role-playing.

Course Agenda

Day 1

- Introductory meeting, explanation of practical arrangements.
- Presentation of timetable.
- Presentations of participating Organizations.
- Icebreakers, Introduction to the Course.

Day 2

- Developing children's ability to learn how to learn.
- A rabbit in the hat: The importance of creative thinking.

Day 3

- Creative writing: brief history and methods.
- Write what you know and the importance of self release.
- Where do ideas come from? A pin in a box
- Cultural Activities: Guided tour to the Historical Center of Heraklion.
- Dinner in a traditional restaurant of the town.

Day 4

- Write – research – write: Knowledge as the core of the story.
- 5Ws and a 6th sense: adding some salt (Workshop).

Day 5

- Creative writing workshop 1.
- Designing a creative writing workshop for teaching.

Day 6

- Creative writing workshop 2.
- Presentations of workshops designed by students – Feedback from the team and the lecturer.

Day 7

Optional Excursion

Day 8

- Final presentation of produced texts and workshop.

Day 9

- Introduction to digital filmmaking.
- Scriptwriting techniques: from Aristoteles to McKee.
- Scriptwriting softwares.
- Writing the script.

Day 10

- Pre-production: setting, casting, etc.
- Directing the film – An introduction.
- Types of frames and how to use them.
- Camera technique (movement).
- Sound and light in filmmaking.

Day 11

Production day

Day 12

- Film editing.
- Film editing softwares.
- Coloring and post production.
- Use of music in films.

Day 13

- Presentations of films created by the participants – Feedback from the team and the lecturer.

Day 14

- Erasmus+ program: objectives, priorities, actions, forms, budget, tips for applicants.
- Planning followup activities, dissemination and exploitation of learning outcomes.
- Course Evaluation.
- Certifications.
- Discussing possibilities for future cooperation among participants.




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 erasmuslearn@gmail.com

 +30.2810-312123